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cal, one-sided, abstract, as we justly accuse it of being—does test to the full certain valuable types of mind.” All the school pictures which the author labels with favorable legends are of the “vocational” type. Other symptoms of disrespect for the traditional could be cited without number. The discussion of this aspect of the book need not delay us long. Vocational guidance, which is to depend on the turning of schools into trade schools, seems to be a little behindhand. Vocational guidance ought to precede the choice of a trade; if it comes first in a trade school it comes too late to be of much use. Has not our author like many another become so much of an enthusiast that he has shortsightedly omitted his foundation in building his palace? Vocational guidance needs the school quite as much as the school needs vocational guidance. Will not teachers profit more by reading books which show them how the general social arts such as writing, reading, and number work may function in vocational life than by reading books which abandon the traditional social arts in favor of unformulated principles of vocational selection?

C. H. J.

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*Language Teaching in the Grades.* By ALICE W. COOLEY. Boston: Houghton Mifflin Co., 1913. Riverside Educational Monographs. Pp. 88. \$0.35 net.

This book is a plea for the use of literature as the sole basis of all language work in the grades. A number of available poems and prose selections are mentioned and some detailed suggestions are given as to the method of their use. The book can hardly be regarded as more than a series of suggestions, since it does not give any systematic outline of work and its references are not adequate to fill out the whole course in the grades.

Another and more general respect in which the book seems to the reviewer fundamentally defective is in its failure to recognize that language work is much more than literature. To one who believes that the great amount of time allotted to English in the present-day course of study brings to the English teacher a responsibility for teaching the vernacular in its common as well as its literary uses, many of the extravagant statements about literature in this book sound like the intemperate exaggerations of a narrow partisan. Professional English teachers are usually more familiar with literary selections than with science or common life. They do well to recall that a very small percentage of their pupils will attain to any complete acquaintance with literature. A sixth-grade boy discontented with school can hardly be induced to stay by being obliged to learn poems. In the interests of the fine art of reading in later life it might be well to consider giving that boy a little plain shop English or some business English or some other kind not known as literature.

C. H. J.

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*Elementary General Science.* Book I. By PERCY E. ROWELL. Berkeley, Cal.: The A-to-Zed Co., 1914. Pp. xv+198. \$0.60.

This book is the first of a series of four, intended to be used in the teaching of science in the grades. It is designed for about the fifth grade. The bulk of the book is devoted to physical science and the attempt is made to teach by the use of common objects and common phenomena. Most of the apparatus suggested is very simple, and all of it can be made in the ordinary schoolroom out of common household utensils. The book looks as if it would enable children to follow its simple directions and